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ABSTRACT

The purpose of this research was to describe and better understand the ethical experiences of graduate and undergraduate, male and female college students attending a university in a rural location of a mid-eastern state. A survey was created to determine the ethical activities of college students. A total of 2,718 surveys were completed. Questions were divided into three general categories: civics, classroom conduct, and personal attitudes. When the results are examined with respect to discipline, such as liberal arts, science, or business, there appear to be some differences between college cadres. This indicates that the college experience as it currently exists does provide some ethical component, though the differences between genders remains significant. It is argued that if the college is supposed to instill a level of ethical behavior in students that they take with them into the real world, then instructors will have to work harder to assure that this ethical behavior becomes a more important part of the educational process. It is strongly recommended that institutions of higher education include a general ethics course as a core requirement for students of all major courses of study. As part of the instructional design to increase moral reasoning and ability, instructors should provide opportunities to explore and debate moral and ethical issues as they apply to the field of study. (Contains 28 references.) (Author/GCP)

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Ethical Behavior and Human Development Among Male and Female Graduate and Undergraduate College Students

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Abstract

The purpose of this research was to describe and better understand the ethical experiences of graduate and undergraduate, male and female college students (18 to over 30 years old) attending a university in a rural location of a mid-eastern state. A novel survey was created to determine the ethical activities of college students. A total of 2718 surveys were completed. Questions were divided into three general categories: Civics, Classroom Conduct, and Personal Attitudes.

These results indicate that males are significantly more likely to exhibit aggressive behavior than females. When the results are examined with respect to discipline, such as liberal arts, science, or business, there appear to be some differences between college cadres. Health sciences majors exhibit more conservative behavior, but this group is primarily female. Students who did not specify their field of study, a group containing many younger students with approximately the same number of males and females, displayed more aggressive tendencies. This indicates that the college experience as it currently exists does provide some ethical component, though the difference between genders remains significant.

If the college experience is supposed to instill a level of ethical behavior in our students that they take with them into the real world, then we will have to work harder to assure that this ethical behavior becomes a more important part of the educational process. It is strongly recommended that institutions of higher education include a general ethics course as a core requirement for students of all major courses of study. Each college should require at least one applied ethics course as part of the curriculum in one's major field of study. As part of the instructional design to increase moral reasoning and ability, instructors should provide opportunities to explore and debate moral and ethical issues as they apply to the field of study.

Introduction

Given the increase in media attention related to school violence, the issue of moral development has been at the forefront for most educators. Even without these current events, the study of ethics and moral development of college students is an important issue (Pascarella, 1997; Pascarella and Terenzini, 1991). Knowing and understanding the ethical behavior of college students can lead to changing the behavior of undergraduate and graduate students. Such changes in ethical behavior and moral development during the college experience can strengthen the foundation for appropriate change and foster a greater awareness for positive ethical behavior throughout a lifetime.

Imagine the following scenario: Three days before the political science exam, Mike, Greg, and Carlos are student athletes being tutored by a graduate student. Bill is tutoring them for the upcoming exam and hands them a copy of the entire exam. Bill instructs them not to tell anyone nor does he say how he obtained the exam. None of the students ask any questions. Mike really likes Susie, who also is in his political science class and he invites her over to his apartment to study for the exam. Instead of studying, Mike gives Susie a copy of the exam and they go on a date. A week later the exams have been graded and the class average is very low. The professor and some students are surprised and a bit suspicious that there were four perfect papers. Some of the perfect exams were from students who did not seem capable of this level of performance. Mary, Susie's best friend, did poorly on the exam and is upset about her performance. Susie feels horrible and confides in Mary that they had a copy of the exam that was provided by Bill. Mary wants to tell someone, but she does not know who to tell nor does she know what to do.

In this scenario several different individuals are faced with ethical considerations at various levels. A possibly well-intended, though unethical act on the part of Bill, has created problems for the class in general and several individuals in particular. The scenario may be fictional, but the point it conveys is clear. The college experience is related to change, and the topic of ethics and moral development should be a strong part of this developmental process (Pascarella, 1997).

Literature Review

Before a discussion of ethics and moral development can continue it is important to define such terms. Ethics or ethos means "character." The study of ethics is related to how people act and how they accomplish such acts (White, 1988). Storm (1989) defines ethics as value choices concerning the behaviors and beliefs that affect more than one person or which affect one's character in turn affecting others. A discussion of ethics leads one to speculate how a person develops such "ethics" or more specifically, how does a college student reason morally? Rest (1979) believes moral reasoning is related to how the benefits and burdens of social cooperation are divided between individuals.

Theoretical Perspectives Related to Moral Development

In the area of moral development there have been theorists such as Kitchener (1984), Kohlberg (1969, 1971, 1975, and 1984) and Gilligan (1972, 1977, 1979, and 1986) who have contributed to the greater understanding of college student development. Kitchener (1984) provides a strategy to use in ethical decision making. At the lowest level a person uses facts related to the situation and ordinary moral sense to resolve the dilemma. At the Intuitive Level, immediate judgments and actions are made. The next level, Critical-Evaluative, reasoned judgments and evaluation take place during this period of time. A person examines alternatives and consequences to the situation. A person uses rules, laws and codes as a means of decision making. Principles such as autonomy, nonmaleficence, beneficence, justice, and fidelity are used at this level of the decision process. Finally, Ethical Theory relates to creating the greatest balance of good over evil - prima facie (Kitchener, 1984).

Kohlberg (1969, 1971, 1975, and 1984) proposed a six stage theory of moral reasoning divided into three levels of moral development. During level one (Preconventional Moral Reasoning) moral judgments are based on personal needs and cultural rules. At level two (Conventional Moral Reasoning) ethical judgments are now based on the expectations of one's family, society, or nation regardless of the perceived consequences. During the last level

(Postconventional Moral Reasoning) a person's moral values or principles are defined and have validity beyond those held by any individual person or group.

Gilligan's (1972, 1977, 1979, and 1986) theory describes a different voice for men and women characterized by themes. Such themes of college women include: the care and responsibility voice and the justice voice. In resolving moral dilemmas, the care and responsibility voice stresses the connection between self and other people, while other people are seen in their own specific situation (Gilligan, 1972). The justice voice emphasizes effects on self rather than others. This voice sees others in terms of how we would like to be seen by them (Rodgers, 1990). The effects are evaluated through rules and principles of fairness and relationships of reciprocity (Rodgers, 1990).

Theoretical Perspectives Related to Male and Female Moral Development

Mustapha and Seybert (1990) investigated two different instructional approaches related to moral reasoning. In their study, first year through fourth year college students in general education/liberal arts courses were examined. "Results revealed more advanced levels of moral reasoning in foundations than in traditional students, and for females than males" (Mustapha and Seybert, 1990, p.32). Traditional students included students who where taking classes in business, religion, sociology, and psychology. The foundations group consisted of students who were all first year through fourth year and were enrolled in the "Foundations for the Future curriculum."

Wark and Krebs (1996) found that "females were more consistent than males in moral stage; males were more consistent in moral orientation. Females made higher stage and more care-based moral judgments than males made on personal real life dilemmas" (p.220). Their findings did not support Gilligan's (1982) findings as related to gender role differences in moral maturity. Females did not score lower than males on Kohlberg's (1984) dilemmas. "Although females made more care-based moral judgments as Gilligan has claimed, the gender differences were small (12%); they occurred on only some types of moral dilemma" (Wark and Krebs, 1996, p.227).

Both males and females made more justice-based judgments than care-based judgments taking into account that there were no effects for gender role. "Our findings suggest that the primary reason why females make more care-based moral judgments than males make is because females choose to discuss more care-oriented moral dilemmas than males choose to discuss" (Wark and Krebs, 1996, p. 228).

Malinowski and Berger (1996) studied 403 undergraduate students with a gender breakdown of 172 males and 231 females from School of Business and the College of Arts and Sciences. All the participants were third year and fourth year students. "It was found that undergraduate women responded more ethically on the hypothetical marketing moral dilemmas . . . [and one's]. . . chosen major did not make a difference on cognitive, affective, or behavioral responses" (Malinowski and Berger, 1996, p.525).

Friedman-Erickson, Gaa, Swank, and Hamilton (1992) examined the relation between level of moral development and appreciation of aggressive humor. One hundred ninety (53 males and 127 females) community college students were assessed for development using the DIT. "Results showed that the relation of justifiability for funniness was moderated by level of moral development" (Friedman-Erickson, Gaa, Swank, and Hamilton, 1992, p. 3). Studying the relationship between moral development and the appreciation of aggressive humor, the topic of justice was a more important consideration in the appreciation of aggressive jokes for males than for females. The process of reasoning about justice was more apparent in the appreciation of aggressive jokes for males than for females. As Gilligan (1982) has suggested females' judgments about aggressive jokes may have been more related to the concerns for others than to one person's right or privilege to insult another (Friedman-Erickson, Gaa, Swank, and Hamilton, 1992).

Duckett, Rowan, Ryden, Krichbaum, Miller, Wainwright, and Savik (1997) administered the DIT to 348 students who entered an upper division nursing program and the DIT was repeated again just prior to graduation. As would be expected, higher moral reasoning scores were significantly associated with greater grade point average and more college education. Female students also scored higher on the DIT than male students even though female and male students

did not differ in grade point average as well as prior credit hours. The female students were actually younger than the male students. This finding is not consistent with the trend of research and may be due to the limited male sample within the study. Overall age (the older you are) was not significantly related to increased moral development.

Lifton's (1982) research on gender differences related to moral development confirms Gilligan's (1972) original research. "Women appear more socially-oriented, men more individually-oriented; women tend to focus upon practical, real world issues, men upon abstract, intellectual issues. More importantly, these differences appear ingrained in their personalities" (Lifton, 1982, p. 3). Page and Tyrer's (1995) research did not confirm Gilligan's (1972) research. Page and Tyrer (1995) had 206 undergraduate students complete open-ended responses to five hypothetical moral dilemmas in which the characters varied according to age, gender, and stereotypical theme. "In general, the data showed no differences in orientation according to gender or age of characters in the dilemmas and no relationship between subject gender and differential use of the moral orientations" (Page and Tyrer, 1995, p. 50). It is apparent that the theme of research to date is mixed and that there is not a general consensus regarding gender issue related to moral and ethical growth.

Theoretical Perspectives Related to Affiliation

Good and Cartwright (1998) surveyed 360 male and female undergraduate students attending a Christian liberal arts university and a Bible university using the Defining Issues Test (DIT). Results revealed significant gains in first year to fourth year principled thinking among the students attending the Christian liberal arts university. Such gains did not occur with the students attending the Bible university. The Christian liberal arts university emphasizes the humanities and sciences, whereas, the Bible university was geared toward emphasizing Bible courses. When comparing first year male and female students' P-scores to the P-scores of second year, third year, and fourth year students, results showed the greatest gains in moral judgment development taking place during the first and second years of college. Good and Cartwright (1998) believed such

gains during the first year and second year of college may be due to the students moving away from home, living in a new environment and being confronted with new, different values, and viewpoints.

Friend (1991) completed a study examining 226 students (116 liberal arts college students, 110 divinity school students). 150 were males and 76 were females from 12 institutions. Of the 12 institutions, five were colleges and seven were divinity schools. Of the five colleges, one was Jewish, and one was Roman Catholic, one was Southern Baptist, and two were Colleges of Arts and Sciences from nonaffiliated state universities. Of the seven divinity schools, four were Roman Catholic, one was Jewish, one was United Methodist, and one was interdenominational nonsectarian (Friend, 1991). "Divinity school students had significantly higher levels of moral development than liberal arts college students. Also, students attending Roman Catholic and Southern Baptist institutions had significantly lower levels of moral development than students attending nonaffiliated institutions" (Friend, 1991, p. 1). Friend (1991) strongly recommends that institutions of higher education should included a general ethics course as a core requirement for all majors. Each department should require at least one applied ethics course as part of the curriculum in one's major field of study. Friend (1991) concludes that all instructors should discuss ethical issues in their class as part of the instructional design and such discussions should not be limited to courses directly related to moral behavior.

One may assume that medical school increases moral reasoning ability for males and females. Jeffrey (1993) found that normally expected increases in moral reasoning scores did not occur over four years of medical education suggesting that such educational experiences inhibits moral reasoning ability. Moral reasoning ability did not significantly increase over a four year period for the medical students.

Sanders (1990) examined the moral behavior of first year males living on campus and living in numerous Greek fraternity houses near campus. Sanders (1990) found that males living in the residence halls "demonstrated a higher degree of moral reasoning" on pretest and posttest results compared to males involved in the Greek system (p. 7). "This finding implies that Greek

organizations may attract students preferring lower principled moral reasoning than students choosing to remain independent and residing in residence halls" (Sanders, 1990, p. 7).

Further examination of Greek organizations reveals that Greek affiliation may restrict the growth of moral reasoning in men and women (Kilgannon and Erwin, 1992). "Non-Greek women had a higher Principled Moral Reasoning mean (43.4) than did Greek women (40.6), non-Greek men (40.2), and Greek men (38.7)" (Kilgannon and Erwin, 1992, p. 256). This longitudinal study focused on identity and moral development of Greek affiliated and non-Greek affiliated college age men and women.

The goal of this research is to extend the literature in the area of moral development as related to male and female undergraduate and graduate students. A comparison between genders as related to ones' major is discussed. Given the assumption that the majority of education majors will be future teachers, such future teachers will have an impact on the development of school age individuals. Determining the moral or ethical level of education majors is paramount in understanding the influence such teachers will have on society. If future teachers have ethical behaviors, it is fair to believe that such appropriate teachers may positively modify the ethical behaviors of their students. Conversely the opposite may occur if a teacher is unethical. The quantitative research below greatly extends the above cited research to include both male and female, graduate and undergraduate education majors from a mid-eastern state university in a rural location.

Research Methods

The Survey

The purpose of this research was to describe and better understand the ethical experiences of graduate and undergraduate, male and female college students (18 to over 30 years old) attending a university in a rural location of a mid-eastern state. A novel survey was created by faculty members from several disciplines in several colleges to determine the ethical activities of college students. The questions were designed to reveal students' attitudes rather than their memory

of instructional content (Refer to Exhibit One). The survey had 20 questions and responses were determined by answering "Yes" or "No." The survey was administered in different classes over a two day period that allowed responses from students with both Monday/Wednesday/Friday and Tuesday/Thursday schedules. Students that completed the survey were from the Colleges of Business, Education and Human Services, Fine Arts, Liberal Arts, Medicine, Science, and undecided majors. A total of 2718 valid responses were obtained, though not every respondent chose to answer all questions. Questions were divided into three general categories: Civics, Classroom Conduct, and Personal Attitudes.

Results

Results by College Cadre

One purpose of this study was to determine whether or not attitudinal differences existed between the students in various colleges. It could be that the population of college students is homogeneous and no differences exist or that different majors attract individuals with different, but internally similar, behavior patterns. The results of the survey are presented by college in Business (Exhibit 2), Education (Exhibit 3), Fine Arts (Exhibit 4), Health Sciences (Exhibit 5), Liberal Arts (Exhibit 6), Science (Exhibit 7), and No Major Given (Exhibit 8). In these exhibits, the mean response from each college cadre is tested against the mean response of the entire sample. By testing a cadre against the entire sample rather than the rest of the sample, any finding of significance is strengthened. Any cadre showing significantly different behavior would tend to shift the mean for the overall sample. In order for a cadre to show significantly different behavior than the entire sample, it must overcome this self-induced upward bias.

For the purposes of this discussion, a "conservative" behavior means one that is less likely to take personal advantage of a situation while "aggressive" behavior indicates that a person is more likely to act for his or her own personal benefit. In order to have some metric to use to measure behavior, the differences between the means of the responses each cadre were tested against the mean of the responses of the entire sample. The t-statistics for these tests are reported

in Exhibit 9. Some of these statistics show significance at the 95% level (here taken to be two standard deviations), but the sign of the statistic might indicate either conservative or aggressive behavior depending on the way the question was phrased.

Exhibit 10 further refines the matrix by truncating the decimals from the t statistic and correcting the signs so that all positive signs represent conservative behavior while all negative signs indicate aggressive behavior. Any non-zero value in Exhibit 10 represents the number of standard deviations away from the mean for each answer, with values truncated to show only the integer portion of the statistic. Thus a value of 1 means that the response was at least one but not more than two standard deviations from the mean response of the education sample.

In order to measure the overall behavioral characteristics of a given college cadre, the values in Exhibit 10 are totaled across all questions. In this way if a cadre answered one question conservatively and one aggressively, the values would "average out" and indicate "average" overall behavior. Any cadre that showed consistently aggressive behavior would achieve a negative total score while a cadre exhibiting conservative behavior would have a positive total score. Random fluctuation would possibly result in an "average" cadre having a slightly positive or negative score, but large scores, positive or negative could be considered indicators of overall cadre behavior.

The totals shown in Exhibit 10 indicate that the cadres from Business, Education, Liberal Arts, and Science have overall total scores close to zero. This indicates that the students in these colleges reflect "average" behavior patterns. This group of students accounts for over 83% of the entire sample which indicates that the behavior of college students is fairly consistent across all colleges. It thus appears that for the majority of college students, there are no real difference in behavior.

The Fine Arts cadre presented a negative score which could be indicative of overall aggressive behavior. Examination of Exhibits 1 and 10 show that this might not be as extreme as it first appears. The scores for the individual questions show that in only two cases did this cadre answer questions with scores of -2 or better. These were the questions regarding sharing soda and taking free refills and turning in other students for cheating. The soda question could reflect a

difference of opinion and the cheating question has a low response for all cadres. It should be noted that all questions in this cadre reported a negative score, which could indicate an overall tendency towards aggressive behavior, but there seems to be no specific category of behavior in which this cadre is different than the overall sample.

The Health Sciences cadre reports no negative scores on the individual questions and an overall score of +35. In 13 out of the 16 cases, the score on the individual questions is at least two standard deviations different than the overall sample. This occurs even though this group serves to bias the overall sample mean upwards. It appears that this college cadre exhibits more conservative behavior patterns than the average college student. Individuals may be drawn to the health sciences because they are by nature more willing to help others or the instruction they receive in these courses may instill a more selfless behavior pattern. As a whole, though, this group does appear to behave differently than "typical" college students.

A number of respondents declined to give their major or stated that they were undecided as to major. This group was composed of 80% freshman and sophomores, so it represents younger or less experienced students. The total score here is -25 indicating relatively aggressive behavior. These students are less likely to report crimes, more likely to cheat, and more likely to engage in self-serving behavior. It could be that these behavior patterns are present in individuals who have not yet committed themselves to a course of study and thus have not been exposed to professional behavior patterns. It is interesting to note that the individuals in this group will eventually have to choose a major in order to graduate, and that all other groups show more conservative behavior patterns. This indicates that all colleges make some level of contribution to the ethical development of the individual.

While it appears that college students do exhibit similar behavior patterns, it is important to recognize some of the aspects of those behaviors. In the area of Civics, most people are willing to report crimes to the authorities, as long as those crimes do not involve a close friend. It appears that friendship is a strong factor in determining behavior. This could be one area in which ethical training could be enhanced.

The questions regarding Classroom Conduct reveal behaviors that can be important to classroom instructors. The vast majority of students would not report a classmate for cheating on an exam. There apparently is a "code of silence" with regard to "ratting" on another student. Instructors should not trust students to self-police during an exam. The other questions in this area show a dichotomous behavior pattern. Under various conditions, students admit that they would cheat on an exam if they felt they would not get caught, but the highest level of cheating is still less than 50%. Almost two-thirds of the students admit that they would look at a copy of the final exam early if the opportunity presented itself. There seems to be a difference in the minds of the students regarding type of cheating. Aggressive behavior outside the classroom is not the same as aggressive behavior in the classroom. This is an area that all disciplines need to address. This also implies that classroom instructors should regard "take home" assignments as group projects rather than examples of individual work.

The questions dealing with Personal Attitudes reveal how students behave in their everyday lives outside the classroom. More than half of the overall sample said they had no problem with two people sharing a single drink and taking free refills. This could imply that retailers need to be very specific when they advertise something as "free". It could also reflect the willingness of students to work together when they are not prohibited from doing so. Instructors therefore should take care to specify any conditions they feel appropriate for assigned work. It cannot simply be assumed that students will "know" that they should do an assignment by themselves. Seventy percent of the sample indicate that they would inform another car owner if they caused damage, even if no one saw the accident. This result could seem rather high in light of previous answers concerning cheating and reporting crimes. It is possible that most students see an automobile as something other than an ordinary possession and they might be willing to treat others in a manner that they wish to be treated.

The two questions regarding personal behavior in a business setting reveal that roughly 30% of the overall sample would create preferential treatment for their friends or attempt to create it for themselves. This is somewhat at odds with the question concerning taking free refills of soft

drinks. It may be that students are less apt to take advantage of a situation if they feel a personal connection, but when dealing with a neutral commodity like a soft drink purchased from an anonymous restaurant they have fewer compunctions. This again points out the dichotomy in behavior shown in the questions regarding cheating. There really does seem to be a double standard in effect when students make decisions. When the decision is "up close and personal" they are more apt to act in a disinterested way while if the decision involves others at a distance they are more likely to take whatever advantage they can.

The final two questions in the Personal Attitudes section involved behavior under situations with obvious moral dimensions. Upwards of 70% of the sample would stop to help an accident victim if there were no emergency personnel present. Similarly, over 70% of overall sample would attempt to dissuade a friend who might get into a situation that could develop into a personal problem. While this is laudable, it must be questioned why the other 20-30% would not become involved. This could be another indication that schools need to strengthen their teaching of ethics and ethical behavior in all disciplines.

Results By Gender

A second purpose of this study was to identify any differences in the behavior patterns between males and females. The results of this analysis are reported in Exhibit 9, 10, and 11. These result indicate that males are significantly more likely to exhibit aggressive behavior than females. The only question on which males exhibit what is called conservative behavior is that they would stop at an accidents scene. Males are less likely to report crimes, more likely to cheat, and more likely to take advantage in personal situations. This is consistent with the research stated in the literature review in that male are less likely to obtain a higher level of moral ability when compared to females (Mustapha and Seybert, 1990; Malinowski and Berger, 1996; and Duckett, Rowan, Ryden, Krichbaum, Miller, Wainwright, and Savik, 1997). When the behavior of the Health Sciences cadre was examined the females reported more conservative behavior than the males. Almost 89% of the Health Sciences cadre were female, and the conservative behavior associated with females would cause this cadre to report less aggressive behavior than the overall sample.

Discussion and Conclusions

The survey results reported in this paper provide insight concerning the behavioral characteristics of college students. While some of these conclusions might be arguable, there are certain observations that seem fairly certain. The majority of students exhibit similar behavior, regardless of their course of study. All students seem to display dichotomous behavior; they will take advantage of situations for which they cannot be held responsible but refrain from taking advantage in situations where they have an identity. Younger students are more likely to exhibit aggressive behavior, so it seems that exposure to higher levels of education does have a moderating effect. Males exhibit more aggressive behavior than females.

These observations have implications for classroom professors. It may be necessary to develop a more consistent ethical component in all areas of study, and this will take coordination between the various disciplines. Professors must also recognize that any assignments requiring out-of-class work will quite probably reflect group work rather than individual effort, and if non-collaborating students are aware of this activity, they are unlikely to report it to the professor. This means that in courses that stress the measurement of individual achievement, more classroom time will have to be dedicated to this activity. Even during such classroom activities, the professor will have to remain vigilant.

The classroom is not an idealized world, regardless of what we would like to think. The real world takes shortcuts and our students bring those shortcuts into the classroom. If the college experience is supposed to instill a level of ethical behavior in our students that they take with them into the real world, then we will have to work harder to assure that this ethical behavior becomes a more important part of the educational process. It is strongly recommended that institutions of higher education and high school curriculum include a general ethics course as a core requirement for all majors and students. Each college department should require at least one applied ethics course as part of the curriculum in one's major field of study. All instructors should discuss ethical issues in their class as part of the instructional design and such discussions should not be

limited to courses directly related to moral behavior. As part of the instructional design and as a means to increase moral reasoning and ability, instructors should provide opportunities to debate current issues in the class, require case studies dealing with moral issues related to the class objectives, and teach problem solving and critical analysis skills in the class.

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EXHIBIT 1

Survey of Attitudes

The following questions are meant to find out your attitudes concerning a few common situations. There are no right or wrong answers. Just check the boxes that most closely match the attitudes you have in the following situations. **This questionnaire is completely voluntary. If you do not wish to answer these questions, you are not required to do so.**

Demographic Data: Please tell us a little about yourself. None of this information will be used in to identify you and it is strictly for survey purposes.

College Major: _____

College Class: (Circle one) Freshman Sophomore Junior Senior Graduate

Gender: (Circle one) Male Female

Age: (Circle one) 18-19 20-21 22-23 24-25 26-27 27-28 29-30 over 30

1. (This question was not used in this analysis.)

2. (This question was not used in this analysis.)

3. (This question was not used in this analysis.)

4. If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?
   Yes ____ No ____

5. If your were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?
   Yes ____ No ____

6. A close friend of yours has been involved in a major crime. Would you tell the police?
   Yes ____ No ____

7. A casual acquaintance of yours has been involved in a major crime. Would you tell the police?
   Yes ____ No ____

8. You are the only witness to a crime. Would you tell the police?
   Yes ____ No ____

9. You are one of several witnesses to a crime. Would you tell the police?
   Yes ____ No ____

10. If you were a manager at a store, would you give your friends better working schedules even if other employees were equally qualified?
    Yes ____ No ____

EXHIBIT 1 (cont)

11. You have just seen a posting for a job that you really want. Would you take down the notice so that other people would not see it in order to improve your chances of getting the job?
    Yes ____ No ____

12. (This question was not used in this analysis.)

13. If you knew some of your classmates were cheating on an exam, would you tell the instructor?
Yes ____ No ____

14. If a friend in a class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?
Yes ____ No ____

15. If a friend in a class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?
Yes ____ No ____

16. If you knew you would not get caught cheating on a exam, would you cheat on the exam?
Yes ____ No ____

17. If you knew you would not get caught cheating on a exam, and you knew that some of your classmates were cheating, would you cheat on the exam?
Yes ____ No ____

18. If you knew you would not get caught cheating on a exam, and you knew that some of your classmates were cheating, and you really needed a good grade on the exam , would you cheat on the exam?
Yes ____ No ____

19. You drive past an accident scene and see that there is already one person trying to help (NOT a policeman or emergency medical person). Would you stop and help?
Yes ____ No ____

20. You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?
Yes ____ No ____

EXHIBIT 2

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	0.5992
BUSINESS	772	740	34.32%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	1.3685
BUSINESS	772	751	59.52%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	0.5022
BUSINESS	772	760	91.97%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	1.1325
BUSINESS	772	761	80.03%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	-0.2386
BUSINESS	772	766	65.93%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	-0.5509
BUSINESS	772	766	61.62%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	1.9719
BUSINESS	772	473	9.51%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	0.2182
BUSINESS	772	760	32.11%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	-0.8191
BUSINESS	772	763	36.83%	

EXHIBIT 2 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
TOTAL	2718	2684	43.78%	-0.2991
BUSINESS	772	766	44.39%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
TOTAL	2718	2707	57.44%	1.491
BUSINESS	772	770	54.42%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
TOTAL	2718	2680	70.30%	-0.0643
BUSINESS	772	764	70.42%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
TOTAL	2718	2693	28.56%	0.3873
BUSINESS	772	765	27.84%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
TOTAL	2718	2696	30.30%	0.4697
BUSINESS	772	768	29.43%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
TOTAL	2718	1957	73.84%	1.2771
BUSINESS	772	474	70.89%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
TOTAL	2718	1925	71.79%	1.4527
BUSINESS	772	464	68.32%	

EXHIBIT 3

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	-2.723
EDUCATION	644	617	41.49%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	-1.4667
EDUCATION	644	630	65.40%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	0.4915
EDUCATION	644	633	91.94%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	-0.03845
EDUCATION	644	635	82.52%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	-1.8467
EDUCATION	644	631	69.26%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	-1.6634
EDUCATION	644	637	64.05%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	0.8512
EDUCATION	644	268	10.82%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	-1.0633
EDUCATION	644	633	34.76%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	-1.4568
EDUCATION	644	634	38.33%	

EXHIBIT 3 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
TOTAL	2718	2684	43.78%	-1.3999
EDUCATION	644	636	46.86%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
TOTAL	2718	2707	57.44%	0.7094
EDUCATION	644	360	55.90%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
TOTAL	2718	2680	70.30%	0.1088
EDUCATION	644	635	70.08%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
TOTAL	2718	2693	28.56%	-0.7188
EDUCATION	644	640	30.00%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
TOTAL	2718	2696	30.30%	0.4631
EDUCATION	644	640	29.38%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
TOTAL	2718	1957	73.84%	0.716
EDUCATION	644	269	71.75%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
TOTAL	2718	1925	71.79%	-2.934
EDUCATION	644	261	79.69%	

EXHIBIT 4

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	1.3398
FINE ARTS	77	74	28.38%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	1.4992
FINE ARTS	77	73	53.42%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	1.252
FINE ARTS	77	73	87.68%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	1.9886
FINE ARTS	77	73	71.23%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	-1.4084
FINE ARTS	77	77	72.73%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	-0.092
FINE ARTS	77	77	61.04%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	2.0328
FINE ARTS	77	76	6.58%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	-0.6989
FINE ARTS	77	74	36.49%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	-0.7502
FINE ARTS	77	76	39.47%	

EXHIBIT 4 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
TOTAL	2718	2684	43.78%	-1.9859
FINE ARTS	77	76	55.26%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
TOTAL	2718	2707	57.44%	-3.0593
FINE ARTS	77	75	73.33%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
TOTAL	2718	2680	70.30%	1.3497
FINE ARTS	77	75	62.67%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
TOTAL	2718	2693	28.56%	-1.0261
FINE ARTS	77	76	34.21%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
TOTAL	2718	2696	30.30%	-0.9391
FINE ARTS	77	76	35.53%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
TOTAL	2718	1957	73.84%	0.4154
FINE ARTS	77	74	71.62%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
TOTAL	2718	1925	71.79%	-0.5608
FINE ARTS	77	75	74.67%	

EXHIBIT 5

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	-2.0819
HEALTH SCIENCES	230	220	42.73%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	-1.9949
HEALTH SCIENCES	230	224	68.75%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	-2.5171
HEALTH SCIENCES	230	227	96.04%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	-3.1542
HEALTH SCIENCES	230	225	88.89%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	2.6067
HEALTH SCIENCES	230	228	56.58%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	3.1833
HEALTH SCIENCES	230	228	49.56%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	-5.3658
HEALTH SCIENCES	230	215	29.77%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	3.201
HEALTH SCIENCES	230	229	23.14%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	2.8456
HEALTH SCIENCES	230	230	26.52%	

EXHIBIT 5 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)

If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?

TOTAL	2718	2684	43.78%	3.4887
HEALTH SCIENCES	230	228	32.46%	

PERSONAL ATTITUDES

If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?

TOTAL	2718	2707	57.44%	0.5252
HEALTH SCIENCES	230	230	55.65%	

If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?

TOTAL	2718	2680	70.30%	-2.6141
HEALTH SCIENCES	230	226	77.88%	

If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?

TOTAL	2718	2693	28.56%	2.3458
HEALTH SCIENCES	230	229	21.83%	

If you see a posting for a job you really want, would you take down the notice so that others would not see it?

TOTAL	2718	2696	30.30%	2.7813
HEALTH SCIENCES	230	229	22.27%	

You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?

TOTAL	2718	1957	73.84%	-2.4989
HEALTH SCIENCES	230	220	80.91%	

You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?

TOTAL	2718	1925	71.79%	-1.9893
HEALTH SCIENCES	230	216	77.78%	

EXHIBIT 6

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	1.983
LIBERAL ARTS	541	506	31.03%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	-0.1206
LIBERAL ARTS	541	513	62.57%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	-2.1082
LIBERAL ARTS	541	523	94.84%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	-1.4698
LIBERAL ARTS	541	527	84.44%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	1.4588
LIBERAL ARTS	541	536	62.13%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	0.5135
LIBERAL ARTS	541	536	59.33%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	0.5771
LIBERAL ARTS	541	499	11.62%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	0.0848
LIBERAL ARTS	541	535	32.34%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	0.754
LIBERAL ARTS	541	534	33.52%	

EXHIBIT 6 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
TOTAL	2718	2684	43.78%	1.2664
LIBERAL ARTS	541	534	40.82%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
TOTAL	2718	2707	57.44%	-1.9363
LIBERAL ARTS	541	538	61.90%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
TOTAL	2718	2680	70.30%	-0.3499
LIBERAL ARTS	541	532	71.05%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
TOTAL	2718	2693	28.56%	0.5241
LIBERAL ARTS	541	532	27.44%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
TOTAL	2718	2696	30.30%	-1.1176
LIBERAL ARTS	541	537	32.77%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
TOTAL	2718	1957	73.84%	2.024
LIBERAL ARTS	541	500	69.20%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
TOTAL	2718	1925	71.79%	0.8475
LIBERAL ARTS	541	494	69.84%	

EXHIBIT 7

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	0.4421
SCIENCE	315	298	34.23%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	-1.7034
SCIENCE	315	313	67.09%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	0.629
SCIENCE	315	305	91.48%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	-0.8748
SCIENCE	315	309	83.82%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	0.4356
SCIENCE	315	313	64.22%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	0.06343
SCIENCE	315	312	58.65%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	-0.349
SCIENCE	315	301	13.29%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	0.5174
SCIENCE	315	312	31.09%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	1.7654
SCIENCE	315	310	30.32%	

EXHIBIT 7 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
TOTAL	2718	2684	43.78%	0.969
SCIENCE	315	308	40.91%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
TOTAL	2718	2707	57.44%	0.9937
SCIENCE	315	312	54.49%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
TOTAL	2718	2680	70.30%	0.1086
SCIENCE	315	310	70.00%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
TOTAL	2718	2693	28.56%	-0.8499
SCIENCE	315	314	30.89%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
TOTAL	2718	2696	30.30%	-0.8531
SCIENCE	315	312	32.69%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
TOTAL	2718	1957	73.84%	-2.6952
SCIENCE	315	303	80.53%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
TOTAL	2718	1925	71.79%	0.9639
SCIENCE	315	297	69.02%	

EXHIBIT 8

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2585	35.51%	2.3587
NO MAJOR GIVEN	139	130	26.15%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
TOTAL	2718	2636	62.29%	3.9724
NO MAJOR GIVEN	139	132	44.70%	
You are the only witness to a crime. Would you tell the police?				
TOTAL	2718	2651	92.53%	1.4288
NO MAJOR GIVEN	139	130	88.46%	
You are one of several witnesses to a crime. Would you tell the police?				
TOTAL	2718	2659	81.87%	3.277
NO MAJOR GIVEN	139	129	68.22%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
TOTAL	2718	2687	65.46%	-1.6674
NO MAJOR GIVEN	139	136	72.06%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
TOTAL	2718	2690	60.52%	-1.0417
NO MAJOR GIVEN	139	134	64.93%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
TOTAL	2718	1951	12.56%	5.0681
NO MAJOR GIVEN	139	119	3.36%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
TOTAL	2718	2678	32.52%	-2.2313
NO MAJOR GIVEN	139	135	42.22%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
TOTAL	2718	2681	35.21%	-1.5094
NO MAJOR GIVEN	139	134	41.79%	

EXHIBIT 8 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)

If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?

TOTAL	2718	2684	43.78%	-2.9474
NO MAJOR GIVEN	139	136	56.62%	

PERSONAL ATTITUDES

If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?

TOTAL	2718	2707	57.44%	-1.8668
NO MAJOR GIVEN	139	138	65.22%	

If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?

TOTAL	2718	2680	70.30%	2.3834
NO MAJOR GIVEN	139	138	60.14%	

If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?

TOTAL	2718	2693	28.56%	-1.0451
NO MAJOR GIVEN	139	137	32.85%	

If you see a posting for a job you really want, would you take down the notice so that others would not see it?

TOTAL	2718	2696	30.30%	-1.1314
NO MAJOR GIVEN	139	134	35.07%	

You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?

TOTAL	2718	1957	73.84%	-1.9642
NO MAJOR GIVEN	139	117	81.20%	

You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?

TOTAL	2718	1925	71.79%	0.3358
NO MAJOR GIVEN	139	118	70.34%	

EXHIBIT 9

NUMBER OF STANDARD DEVIATIONS FROM THE OVERALL MEAN RESPONSE

COLLEGE CADRE	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
BUSINESS	1.49	-0.06	0.6	1.37	0.5	1.13	0.39	0.47	1.97	-0.24	-0.55	0.22	-0.82	-0.9	1.28	1.45
EDUCATION	0.71	0.11	-2.72	-1.47	0.49	-0.38	-0.72	0.46	0.85	-1.85	-1.66	-1.06	-1.45	-1.4	0.72	-2.93
FINE ARTS	-3.06	1.35	1.34	1.5	1.25	1.99	-1.03	-0.94	2.03	-1.41	-0.09	-0.7	-0.75	-1.99	0.42	-0.56
HEALTH SCIENCES	0.53	-2.61	-2.08	-1.99	-2.52	-3.15	2.35	2.78	-5.37	2.61	3.18	3.2	2.85	3.49	-2.5	-1.99
LIBERAL ARTS	-1.94	-0.35	1.98	-0.12	-2.11	-1.47	0.52	-1.12	0.58	1.46	0.51	0.08	0.75	1.27	2.02	0.85
SCIENCE	0.99	0.11	0.44	-1.7	0.63	-0.87	-0.85	-0.85	-0.35	0.44	0.63	0.52	1.77	0.97	-2.7	0.96
NO MAJOR GIVEN	-1.87	2.38	2.36	3.97	1.43	3.28	-1.05	-1.13	5.07	-1.67	-1.04	-2.23	-1.51	-2.95	-1.96	0.34
MALE vs FEMALE	1.12	-5.21	-9.03	-7.49	-6.1	-6.83	8.82	5.47	-3.55	5.57	5.16	5.61	6.02	4.85	2.84	-10.82

The question numbers Q4-Q20 refer to the questions as they appear in Exhibit 1.

EXHIBIT 10

UNIT		NUMBER OF STANDARD DEVIATIONS FROM THE MEAN RESPONSE															
COLLEGE CADRE	**number in group**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**	**Q9**	**Q10**	**Q11**	**Q13**	**Q14**	**Q15**	**Q16**	**Q17**	**Q18**	**Q19**	**Q20**	**TOTAL**
BUSINESS	772	1	0	0	-1	0	-1	0	0	-1	0	0	0	0	0	-1	-1	-4
EDUCATION	644	0	0	2	1	0	0	0	0	0	-1	-1	-1	-1	-1	0	2	0
FINE ARTS	77	-3	-1	-1	-1	-1	-1	-1	0	-2	-1	0	0	0	-1	0	0	-13
HEALTH SCIENCES	230	0	2	2	1	2	3	2	2	5	2	3	3	2	3	2	1	35
LIBERAL ARTS	541	-1	0	-1	0	2	1	0	-1	0	1	0	0	0	1	-2	0	0
SCIENCE	315	0	0	0	1	0	0	0	0	0	0	0	0	1	0	2	0	4
NO MAJOR GIVEN	139	-1	-2	-2	-3	-1	-3	-1	-1	-5	-1	-1	-2	-1	-2	1	0	-25
MALE vs FEMALE	1137 vs 1506	-1	-5	-9	-7	-6	-6	-8	-5	-3	-5	-5	-5	-6	-4	2	-10	-83

+ SIGN INDICATES CONSERVATIVE BEHAVIOR
- SIGN INDICATES AGGRESSIVE BEHAVIOR

The question numbers Q4-Q20 refer to the questions as they appear in Exhibit 1.

EXHIBIT 11

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
CIVICS				
A close friend of yours is involved in a major crime. Would you tell the police?				
MALE	1137	1084	25.92%	-9.0272
FEMALE	1506	1431	42.77%	
A casual acquaintance of yours is involved in a major crime. Would you tell the police?				
MALE	1137	1100	54.09%	-7.4897
FEMALE	1506	1463	68.56%	
You are the only witness to a crime. Would you tell the police?				
MALE	1137	1102	89.11%	-6.0952
FEMALE	1506	1480	95.68%	
You are one of several witnesses to a crime. Would you tell the police?				
MALE	1137	1107	75.97%	-6.8294
FEMALE	1506	1480	86.62%	
CLASSROOM CONDUCT				
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so?				
MALE	1137	1126	71.58%	5.5701
FEMALE	1506	1486	61.31%	
If a friend in class had somehow gotten a copy of the final exam early and offered to let you look at it, would you do so if getting a good grade meant you would make the Dean's List?				
MALE	1137	1125	66.31%	5.161
FEMALE	1506	1491	56.47%	
If you knew some of your classmates were cheating on an exam, would you tell the instructor?				
MALE	1137	803	9.46%	-3.5526
FEMALE	1506	1106	14.74%	
If you knew you would not get caught cheating on an exam, would you cheat on the exam?				
MALE	1137	1124	38.43%	5.6073
FEMALE	1506	1479	27.99%	
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, would you cheat on the exam?				
MALE	1137	1124	41.73%	6.0205
FEMALE	1506	1484	30.32%	

EXHIBIT 11 (cont)

	TOTAL COUNT	QUESTION COUNT	% YES	TESTS OF SIGNIFICANCE OF DIFFERENCE OF MEANS (#SIGMA)
If you knew you would not get caught cheating on an exam, and you knew some of your classmates were cheating, and you really needed a good grade on the exam, would you cheat on the exam?				
MALE	1137	1121	49.33%	4.8456
FEMALE	1506	1491	39.84%	
PERSONAL ATTITUDES				
If a restaurant serves soft drinks with unlimited free refills, is it OK for two people to share one drink and take free refills?				
MALE	1137	1130	58.94%	1.1246
FEMALE	1506	1503	56.75%	
If you were to bump into someone else's car and cause damage, but no one saw you do it, would you inform the owner that you had caused the damage?				
MALE	1137	1125	64.98%	-5.2134
FEMALE	1506	1480	74.46%	
If you were the manager of a store, would you give your friends better working schedules even if other employees were equally qualified?				
MALE	1137	1125	37.60%	8.8241
FEMALE	1506	1494	21.75%	
If you see a posting for a job you really want, would you take down the notice so that others would not see it?				
MALE	1137	1127	35.94%	5.4721
FEMALE	1506	1495	25.95%	
You drive past an accident scene and see that there is already one person trying to help (not a policeman or emergency medical person). Would you stop and help?				
MALE	1137	800	77.13%	2.8424
FEMALE	1506	1116	71.42%	
You are at a party and see an intoxicated male friend trying to encourage a woman to go to his room. Would you try to stop him?				
MALE	1137	786	58.52%	-10.8174
FEMALE	1506	1101	81.38%	